



Ellingham CE Primary School **Friday Flyer**

30.01.26

Executive Head Teacher Update

Dear Parents and Carers,

There has been lots of exciting learning going on this week and I've enjoyed seeing the enthusiasm of our children, such as the plane builders, hedgehog makers and KS2 scientists.

Northumberland Local Authority is having an Area SEND Ofsted inspection. We have been sent the following link, so that stakeholders can give their feedback.

<https://ofsted.smartsurvey.co.uk/p/AreaSend/10382800>

The link is for practitioners, parents and carers, and children and young people with SEND.

There are three supporting letters from Ofsted attached for each of the three participant groups (practitioners, parents and carers, and children and young people).

We would appreciate your support in encouraging as much participation as possible by 9:00am on the 3rd February 2026.

Best wishes,

Diane Lakey



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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



The National College

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Attendance

Class	Weekly attendance	Annual attendance
Splash	100	97.1
Space Base	100	95.6
Earth Works	81.4	88
Time Zone	96.7	91.2

Did you know? Each pupil has 175 non-school days a year to spend however they like. The table below shows the significant impact of absence over time.

Days of school add up to lost learning						
Days in school	190	186	180	175	171	170
Percentage attendance	100%	98%	95%	92%	90%	<90%
	Excellent	Excellent	Good	Caution	Cause for concern	Serious concern

Absence Procedures If your child is ill, please keep them at home until they are well enough to return to school. Please notify us by phone call or email before 9.15am if your child is to be absent, and continue to inform us on a daily basis if they continue to be ill.

We have a continual focus on attendance and punctuality and this is of the utmost importance in your child's education. Please remember that our school gate closes at 8.55am as this is when our lessons begin. Anyone arriving after this time is classed as late and will miss valuable learning opportunities which take place immediately after registration, such as phonics.

What are the risks of missing a day of school?

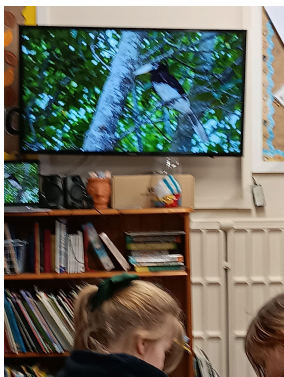
'Being in school is important to your child's achievement, wellbeing and wider development. Pupils with the highest attendance throughout their time in school gain the best GCSE results. The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.' The Education Hub - Department for Education



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Splash Class

This week we have been on a trip to the jungles of Malaysia, finding out about the climate, plants and animals that live there. We enjoyed watching a rainforest landscape, and compared the Rainforest to our forest in Ellingham. We also had a busy time outside feeding our birds and making muddy swamps. There was lots of building and balancing in the mud and we all worked together really well. Our collage rainforest is beautiful and we are going to put it up in the classroom to cheer us up in the cold winter weather!





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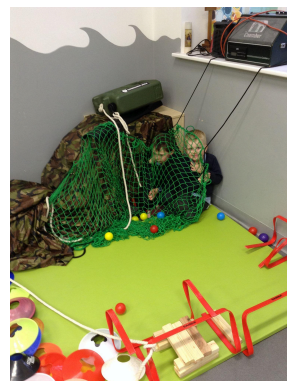
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Space Base Class

This week in Space Base, we have been learning about capital and lower-case letters. The children have a special area where they can practise matching capital letters to their lower-case letters. We have also been finishing our *Taking Flight* adventure stories, and the children have written some amazing work, showing lots of creativity and imagination.

In music, our focus has been on tempo and how the speed of music can help to tell a story. The children created and shared their own stories through the use of drums.

The children also took part in a challenging group task where they worked together to build a den while the sleeping giant was asleep. As a team, they had to decide which 'treasure island' to walk to in order to collect the equipment needed to build their den. If the whistle blew, the children had to hide as the giant was waking up.





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Key Stage Two Time Zone and Earth Works

In Earth Works' Science, we investigated the properties of rocks by testing them for hardness, permeability and carbon content, to help identify them as igneous, sedimentary or metamorphic rocks.



In Time Zone, we investigated the effect of air resistance by making parachutes of different surface areas and timing their fall to the ground.



In music we put the chords we learned last week together with our song Showsholoza - some of us sang while others played the glockenspiel. I was very impressed with how well our glockenspielists managed to stay in time and play all the right notes. We also learned an African dance - you can see how much energy the children put into it.





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Dates for your Diary

Tuesday 10th February	KS2 Dye Workshop led by Duchess' Community High
Monday 16th - Friday 20th February	Half-term holiday
Monday 23rd February	Teacher Training Day- school closed to pupils
Thursday 5th March	World Book Day - come dressed as your favorite book character, make sure the costume is suitable for outdoor play.
Friday 13th March	Mothers Day treats in school 2 pm-3 pm. More details to follow.
Monday 16th March	Easter RE project for KS1 and Reception
Friday 20th March	Red Nose Day - wear something red if you would like to and donate to this wonderful charity.
Friday 27th March	Interactive Science at Alnwick Playhouse for KS2
Wednesday 1st April	Billy Goats Gruff at Alnwick Playhouse for Nursery - Y2

Please remember, Breakfast club is available from 8.15am if anyone needs to drop off a child earlier. Please book in advance if possible. £2.50 includes cereal or toast.

Nursery fees and After School clubs have now been invoiced for this term through your Parentmail accounts. If you are using tax free childcare accounts to pay either of these, please let us know so we can trace the payment.



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Stars of the week

Names:

Splash: Jasper for his beautiful writing.

Space Base: Otilie for her resilience, playing the drums in front of the class.

Earth Works: Aimee and India for their musical accompaniment to our showsong Showsholza.

Time Zone: Ella and Serena for their musical accompaniment to our showsong Showsholza.

Parents Evening Thursday March 12th

3.30pm - 5.30 pm
**Booking details to follow next
week**

